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ABSTRACT

The educational system of Norway, which is organized into primary, secondary and higher education, is reviewed. Types of schools and/or courses in secondary education are listed including present enrollment figures by main types of secondary education and transfer rates of secondary to tertiary education. The system of tertiary education is described including: types of courses, orientation of courses, and organization as full-time and part-time courses; types of institutions; system characteristics; admission procedures; enrollment trends; the efficiency of tertiary education; costs; research in tertiary education; tertiary education and the labor market; and reforms that have taken place in education in Norway. Nine tables are appended. (SPG)

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## DIVERSIFICATION OF TERTIARY EDUCATION IN NORWAY

## CASE STUDY

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## Chapter 0. Introduction

The kingdom of Norway covers a total land area of 320,000 $km^2$ and has a population of 4 million people. The country is divided into 20 counties, which again are sub-divided into 452 local communities.

The educational system is organised as follows:

1. Primary education
2. Secondary education
3. Higher education

### Primary education

The primary education is compulsory and covers a period of nine years from the 7th to the 16th year. The responsibility for the planning and organising of the primary education lies with the local authorities, who shall ensure that primary education is arranged according to the Education Act as amended per 13 June 1975.

The costs of primary education are shared by the local authorities and state authorities. There is a fairly big variation in the size of the financial contribution from the central government to the individual local authorities, depending on the financial situation within each local authority. According to law the financial contribution from the central government varies from 85% to local authorities with few resources to 25%, to the better off local authorities.

The quality and the contents of the education provided is supervised by local councils for education and centrally by the government advisory council for primary education.

The number of pupils in one class varies according to the population structure, but the highest permitted number in one class is 30 pupils.

### Secondary education

The secondary educational system lasts from the 16th to the 19th year. Contrary to the primary education the secondary education is voluntary. The secondary educational system has undergone considerable changes over the years. The present system is laid down in the Act relating to secondary education as amended per 1 January 1976.

According to this Act the responsibility for the planning and organising of the secondary education rests with the county community. The cost of secondary education is shared between the county communities and the state authority. The pattern is the same as that of the primary education: financial contribution from the central government varies from 85% to 25% of the total cost, depending on the financial situation of the county community.

The present secondary educational system provides facilities for preparing both for higher education and for vocational education. For those who prepare for higher education the objective is to pass the student degree or examen artium (university entrance examination).

Higher education

Higher education is defined as the education organised by universities, university colleges or other educational institutions at university level accepting students who have completed their secondary education by passing the student degree or who can prove that they have acquired a similar educational level without necessarily having passed a student degree.

Since World War II the educational system in Norway has expanded very rapidly. The explanation of this expansion is partly illustrated by the development within the secondary school system in Norway from 1950 to the present year, whereby the number of young people who have qualified for higher education has increased from 10.2% of all 19 1/2 year old girls and boys in 1950, to 29.8% in 1976.

The cost of higher education is covered by the state. All institutes of higher education in Norway are state institutions with two exceptions: The Free Faculty of Theology of Oslo and the Teachers Academy in Bergen are private institutions. These two institutions are owned and operated by religious organisations. They receive annual grants covering part of their annual operations from the central government. The students at these institutions are entitled to the same grants from the national scholarship and loan scheme as all students in the higher educational system. No educational fee is levied on students in higher education.

An overall view of the Norwegian educational system gives the following figures for people attending primary school, secondary school and universities and colleges:

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| | | |
|---|---|---|
| Primary schools | 585,929 | (1974 figures) |
| Secondary schools | 147,146 | - " - |
| Universities and colleges | 64,582 | - " - |
| Total | 797,657 | |

(Source: a. Statistical yearbook of Norway 1974
b. Report from Ministry of Education to OECD 1974)

## Chapter 1. The structure of the system

### Section 1.1 Types of schools and/or of courses in secondary education

Types of schools (Upper secondary schools)

A. Secondary general schools and folk high schools
B. Vocational schools for agriculture and fishing
C. Vocational schools for handicraft and industry
D. Vocational schools for transport and communication
E. Schools of administration and economics
F. Schools of health and social services
G. Other vocational schools

(Source: Educational Statistics, Secondary Schools, 1 October 1974 Figure 1. NOS. A 766)

Usual age for entrance and leaving the various types of schools or courses

| | Entrance | Leaving |
|---|---|---|
| A. | 16.5 | 19 |
| B. | 17 | 18.5 |
| C. | 16 | 17.5 |
| D. | 18 | 21 |
| E. | 17 | 19 |
| F. | 20 | 23 |
| G. | 16.5 | 18.5 |

(Source: Education Statistics, Secondary Schools, 1 October 1974, tables 6 and 18 NOS. A 766)

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Present enrolment figures by main types of secondary education

| | |
|---|---|
| A. | 71,439<br>of a figure 63,503 in schools (gymnas) which give direct rights to tertiary education |
| B. | 3,286 |
| C. | 35,256 |
| D. | 5,281 |
| E. | 17,045 |
| F. | 6,728 |
| G. | 6,417 |
| Total A-G | 145,711 |

(Source: Educational Statistics, Secondary Schools, 1 October 1974, table 1, NOS. A 766)

Transfer rates of secondary education to tertiary education

In 1974 (spring) 16,138 pupils graduated from gymnas (included in A).

46% or 7,476 continued their education the following autumn.

27% of these, 4,327, started in tertiary education, as follows:

| | |
|---|---|
| Universities | 3,277 |
| District colleges | 265 |
| Teacher training colleges | 285 |
| Technical colleges | 328 |
| Other colleges | 172 |
| Total | 4,327 |

19% of those who graduated from gymnas continued their education in vocational schools within the secondary education.

It is difficult with the present statistical material to state how many of those who continued in the secondary education, later transferred to tertiary education.

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It must be observed that male graduates from the secondary school system very often perform military service, which is compulsory in Norway, before continuing their higher education.

(Source: Statistical Weekly, SU No. 34, 1976)

A survey of graduates who entered the tertiary educational system after a period of 0 to 9 years after graduation from the secondary school system, has been made by the Institute for Studies in Research and Higher Education. The cumulated percentage of graduates from secondary education who transferred to tertiary education in the years 1964-1973 is illustrated in the following table:

| Number of years to wait | Year of graduation | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1964 | 1965 | 1966 | 1967 | 1968 | 1969 | 1970 | 1971 | 1972 | 1973 |
| 0 | 21.3 | 21.6 | 20.3 | 18.2 | 19.2 | 20.7 | 20.5 | 22.2 | 22.7 | 21.4 |
| 1 | 32.7 | 31.1 | 30.1 | 29.7 | 32.4 | 35.4 | 36.3 | 39.4 | 39.1 | |
| 2 | 37.2 | 35.8 | 35.6 | 35.5 | 40.1 | 42.2 | 43.1 | 46.5 | | |
| 3 | 40.2 | 38.7 | 38.6 | 38.6 | 44.0 | 45.9 | 46.5 | | | |
| 4 | 42.0 | 40.9 | 40.4 | 40.6 | 46.8 | 48.1 | | | | |
| 5 | 43.4 | 42.2 | 41.9 | 42.2 | 48.5 | | | | | |
| 6 | 44.4 | 43.2 | 43.3 | 43.8 | | | | | | |
| 7 | 45.2 | 44.4 | 44.6 | | | | | | | |
| 8 | 46.2 | 45.5 | | | | | | | | |
| 9 | 47.2 | | | | | | | | | |

This indicates that whereas the percentage of secondary school leavers who embark upon tertiary education has been fairly constant over the years, there is a significant trend to shorten the time gap between leaving secondary school and entering tertiary education.

(Source: NAVF 1976: Norwegian Students and Graduates at Institutions of Higher Education in Norway and Abroad).

## Section 2. The system of tertiary education

### Sub-section 2.1 Types of courses

#### University courses

1. Humanities, religion and theology, fine and applied arts programmes

2. Education science

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3. Administration, economics, social and behavioural science and law programmes

4. Mathematics, natural science and engineering

5. Medical and para-medical programmes

6. Agricultural, forestry and fishery programmes

7. Unspecified fields of study

District college courses

1. Humanities, religion and theology

2. Education science and teacher training programmes

3. Administration, economics, social and behavioural science

4. Mathematics, natural science and engineering

5. Transport and communications programmes

6. Fishery programmes

Teacher training college courses

1. Humanities, religion and theology

2. Education science and teacher training programmes

3. Trade, craft and engineering programmes

4. Medical and para-medical programmes

Technical college courses

1. General programmes

2. Natural science and engineering

3. Medical and para-medical programmes

Social college courses

Tertiary education in nursing

Military college courses

Other college courses

(Source: Statistical Yearbook, Educational Statistics, 1 October 1974 table 31 (page 100) NOS A 838 and Norwegian Standard Classification of Education ISBN 82-537-0272-8 Oslo 1973)

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Orientation of courses

The Norwegian system of higher education at university level is very similar to the Dutch and German systems. Research training and professional training are the objectives of long-cycle courses, regardless of whether the overall goal is to enter a long-cycle graduate course (6-9 years) or a shorter undergraduate course (4-6 years).

From a degree point of view, universities, university colleges and district colleges are entitled to grant degrees of various kinds. Some universities operate with a lower and higher university degree, for example: within the field of humanities a student may aim for either a cand. mag. degree (candidatus magistratus), which can be achieved after 4-5 years, or for a cand. philol. (candidatus philologiae) which means that the candidate in addition to the ordinary exams will also have to write a dissertation. There is a parallel situation within the faculty of sciences, a lower cand. mag. degree and a higher cand. real. degree. Here too a written dissertation is required in addition to the ordinary examination. The faculties of theology, medicine, dentistry, veterinary medicine, engineering science, agriculture science and law operate with only one standard university degree.

For university candidates going into research there are possibilities of aiming at for a doctor's degree (doctor medicinae, doctor philosophiae, doctor juris etc). There is also a possibility of aiming at the licentiate degree ( as a rule Norwegian university authorities draw a parallel between the Norwegian licentiate degree and a Ph.D. degree from a US university).

The orientation of courses within the system of regional colleges, technical colleges, teacher's colleges etc are mostly vocational, but with possibilities open to the students to continue their education in the university system.

A system whereby courses within the regional colleges system may be given credit within the university system is under development.

Organisation as full-time and part-time courses

Most of the courses within the tertiary educational system are organised as full-time courses. A university degree normally requires 5-7 years' presence at the university based on full-time courses. The length of study will vary from faculty to faculty, eg 7 years for medicine, 5 years for law, 7 years within humanities, veterinary medicine and ordinary science.

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College courses normally require 2-4 years' presence at eg teachers' colleges, social and cultural work colleges, art colleges etc whereas undergraduate courses at the university may require 4-5 1/2 years of study.

However, during recent years there has been a tendency at some universities to register an increasing part of the student population attending the university on a part-time basis. Very often these part-time students are students having a full-time or part-time job, using their spare time to improve their professional competence by acquiring additional education. Some of these part-time students state that they are not aiming at a university degree, but are attending universities and university colleges in order to improve their knowledge within certain limited fields. However, the majority of part-time students according to their own statements aim at a full degree university education.

Sub-section 2.2 Types of institutions

As mentioned under Chapter 1, section 2 types of institutions of tertiary education in Norway differ little from the ordinary European procedure. As a whole the country has 4 universities (Oslo, Bergen, Trondheim and Tromsø), all organised on the basis of state owned universities and enjoying academic freedom in research and education, covering fields of education and research which are listed on pages 5 and 6 in the present case study.

In addition there are 8 university colleges (covering research and education in veterinary medicine, architecture, arts, music, physical training, business administration and divinity. There are also 8 regional colleges with a variety of courses as shown in Appendix 1. In addition there are well over 50 minor educational institutions, most of them teacher colleges.

Universities and university colleges have their own boards elected by and among teachers, students and staff.

The regional colleges are governed by regional college boards recruited from teachers, students and staff of the college concerned and by the local county community.

By decision of the Norwegian Parliament of 1976 each county now has its own regional college board. The mandate of these boards is:

a. to promote contact and co-operation with potential students, the educational system at large, authorities, working life, organisations, and institutions inside and outside the region;

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b. to examine the demand for higher education in the region and to assign priorities to the various fields of studies. The board is required to give advice to the competent decision-making bodies in matters of localisation, objectives, principles, framework and structure of the educational provision of the region;

c. to prepare annual budget proposals and long-term budget proposals for all activities for which the board is responsible on the basis of budgetary input-priorities from each institution;

d. to administer and allocate resources which are placed at the disposal of the board in accordance with the pre-conditions of Parliament;

e. to decide on the approximate number of new study places on the basis of proposals from the individual institution and the stipulated budget;

f. to play a co-ordinating part in adult education,

g. to provide the necessary facilities for the study activities;

h. to co-ordinate study offers, research, the use of facilities and other resources under the responsibility of the board and to acquire an overview of, and to take initiatives in, the fields of planning and development in these and other relevant areas;

i. to evaluate and sanction the internal governing arrangements and bodies proposed by the individual institutions,

j. to contribute to the solution of the social and welfare problems of students and staff;

k. to engage staff (with a few exceptions in cases where the ministry has the authority to do this).

Sub-section 2.3 The system characteristics

Although the universities and the university colleges are autonomous institutions, all responding directly to the Ministry of Education, there is a fairly well developed system of co-operation and co-ordination between the institutions. A student of medicine at the University of Oslo who has completed 1/3 of the full medical course, may apply for transfer to eg the medical faculty of the University of Bergen, provided the faculty has a vacancy and thus can accept him as a student who will be given full credit for the exams he has already passed at the University of

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Oslo and consequently continue this study without loss of time. A student of humanities may take part of his education at one university and part at one of the 3 other universities where there is a faculty of humanities, and will automatically have already passed approved exams. This indicates a high degree of co-ordination of curricula.

Representatives of the teaching staff and the administration of the universities and university colleges meet regularly, twice a year for consultations concerning a number of items, eg co-operation in research, updating of curricula, introduction of new items, discussions of various types of credit criteria for students who have followed courses at institutions inside and outside Norway.

Although students at Norwegian universities pay no educational fee, there is a compulsory fee to be paid for various welfare activities (for the time being 110 N.kr. per semester). A student who has paid this fee at one university and during the term for some reason or another transfers to another university, will automatically have this payment credited to him at the new university.

Parallel with the co-operation that goes on between the universities and university colleges, there is a similar co-operation within the system of regional colleges. In addition, the regional colleges have a national advisory board which is a co-ordinating and advisory board, directly responsible to the Ministry of Education. So far there is no formalised co-operation and co-ordination between universities and regional colleges. This function is taken care of directly by the Ministry of Education.

## Chapter 2. Students in tertiary education

### Section 2.1 Admission

#### Admission requirements

As a general rule, applicants are admitted to all fields of tertiary education on the basis of a leaving certificate from the secondary school (leaving certificate = examen artium also called student degree or university entrance certificate. However, there are some exceptions:

a. leaving certificates from schools abroad are accepted as a valid document when it can be proved that those certificates are equivalent to the domestic certificate.

b. Admission may be granted on the basis of a leaving certificate from vocational schools combined with experience from practical work, sometimes supplemented by additional courses.

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c. In the case of numerus clausus or numerus fixus, eg within the faculty of medicine, experience from practical work within medical institutions will be accepted as positive criteria in addition to a leaving certificate.

Where a shortage of places is a reality, selection and selection criteria are left either to the institutions, or, where there are more than one institution giving the same education, to a co-ordinating board representing all schools within the same criteria of education. School marks are frequently used in the selection procedure. Lottery procedure has so far only been used on an experimental basis.

Guidance to ensure that students will choose a study which suits their abilities, and which is in conformity with labour market prospects is practically non-existent. The general view is that labour market prospects and requirements from an educational planning point of view are a rather doubtful platform - for long time planning.

Tha main philosophy from a planning point of view is that the overall objective of all education is to develop the individual faculty of individual work and individual thinking - thus to be fit and prepared to meet the job-training challenge.

Measures to stimulate participation of underprivileged groups in higher education have been a public concern and a political issue in Norway for a long time, but have been more explicitly relected in legislation and budget procedure since World War II.

By definition a person has been regarded as underprivileged if he or she has been prevented from access to higher education for one or more of the following reasons:

a. Social - lack of resources, a hindrance to education,

b. Financial - even with "free admission to education" lack of resources to cover cost of living during the period of education;

c. Geographical - too great a distance from home to centre of education;

d. Physical handicap - educational facilities not planned or badly planned for persons with physical handicap - thus becoming underprivileged in access to higher education.

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The Act of 1947, establishing the State Loan Fund for Education, has greatly contributed to the equalisation of admission to higher education in Norway, regardless of the geographical, social and financial background of the students in higher education.

The Act of 1947 has been amended several times since 1947, and comprises today all types of full-time education above primary school level of more than 3 1/2 months duration at home or abroad. There is a means test for applicants under 20 years, with regard to the parents' financial position. For applicants above the age of 20, there is a means test with regard to the applicant's and his or her spouse's financial position.

There is a cash pay-out to the applicants twice a year as a combination of grants and loans. The loans are free of interest during the period of education. As a general rule, it can be said that 25% of the total pay-out is a grant and 75% a loan to be paid back over a period of 5 to 20 years. The monthly pay-out to students over 20 years in the academic year 1977/78 living away from home is 1,950 N.kr.

The paramount condition for being eligible for financial assistance through the State Loan Fund is a documented progress according to an overall educational plan agreed upon the student and the State Loan Fund.

A survey of financing of married and unmarried university students is given in Appendices 2, 3 and 4.

There are no indications that a fairly highly sophisticated loan/grant system stimulates students to stay longer in education than is necessary.

Section 2.2 Enrolment trends

The total enrolment in the tertiary educational system has increased from 30,000 in 1965 to 67,000 in 1975.

The following table illustrates the total enrolment in 1975 in tertiary education:

| | Total | Males | Females | |
|---|---|---|---|---|
| Universities | 40,774 | 26,079 | 14,695 | (1975 figures) |
| District colleges | 3,194 | 2,239 | 955 | |
| Teacher training colleges | 11,070 | 3,964 | 7,106 | |
| Technical colleges | 6,652 | 6,197 | 455 | |
| Social colleges | 1,048 | 434 | 614 | |
| Tertiary education for nursery | 340 | 20 | 320 | |
| Military colleges | 484 | 484 | - | |
| Other colleges | 3,066 | 2,123 | 943 | |
| Total | 66,628 | 41,540 | 25,088 | |

(Source: Statistical Yearbook, SU No. 16, 1977, Table 1)

The present forecast of total enrolments in university and non-university education till 1985 is based on a debate in the Norwegian Parliament (Storting) in the spring of 1975, when the government's long-term plans for tertiary education were accepted. These plans are based on a total increase of student population in 1975 of 66,000 to a student population of 85,000 in the late 1980s.

In recent years, there has been some controversy over recruitment to higher education from a social point of view. From which groups in society do the students come?

An analysis of this problem was made in 1971. This year the enrolment number was 7.129 and the result of the analysis is seen from the following two tables:

New students by parents' education

| Father's education / Mother's education | Primary school | Primary school 2nd level | Secondary school | University level I | University level II | University level III | Unknown |
|---|---|---|---|---|---|---|---|
| Total 7.129 | 977 | 861 | 2.028 | 572 | 240 | 967 | 1.484 |
| Primary school | 684 | 238 | 459 | 93 | 10 | 55 | 34 |
| Primary school 2nd level | 168 | 279 | 549 | 139 | 42 | 97 | 56 |
| Secondary school | 92 | 233 | 836 | 206 | 118 | 515 | 61 |
| University level I | 14 | 17 | 84 | 88 | 40 | 140 | 19 |
| University level II | 1 | 1 | 13 | 5 | 10 | 25 | 1 |
| University level III | - | 2 | 3 | 3 | 2 | 82 | 1 |
| Unknown | 18 | 83 | 84 | 38 | 18 | 53 | 134 |

New students by principal bread-winner's occupation

| Bread-winners occupation \ Type of bread-winner | Total | Father | Mother | Other bread-winners | Self-supporting | Unknown |
|---|---|---|---|---|---|---|
| | 7.129 | 4.368 | 387 | 210 | 1.187 | 977 |
| Professional, technical and related workers | 1.671 | 1.127 | 79 | 103 | 360 | 2 |
| Administrative, executive and managerial workers | 746 | 694 | 12 | 20 | 17 | 3 |
| Clerical workers | 416 | 213 | 78 | 16 | 109 | - |
| Sales workers | 354 | 298 | 29 | 12 | 13 | 2 |
| Farmers, fishermen, hunters, loggers and related workers | 441 | 404 | 5 | 2 | 29 | 1 |
| Miners, quarrymen and related workers | 6 | 6 | - | - | - | - |
| Workers in transport and communication occupations | 293 | 264 | 8 | 3 | 18 | - |
| Craftsmen, productionprocess workers and labourers n.e.c. | 635 | 602 | 7 | 10 | 14 | 2 |
| Service, sports and recreation workers | 152 | 122 | 17 | 4 | 9 | - |
| Members of the armed forces and economically inactive persons | 698 | 144 | 110 | 15 | 426 | 3 |
| Unknown | 1.717 | 494 | 42 | 25 | 192 | 964 |

(Source: Statistical Yearbook, Educational Statistics, Universities and colleges, autumn 1971, table 26 and 28, NOS A 661)

Participants in university and non-university courses by age-cohort in 1975 are illustrated by the following table:

| Types of institutions | | Age | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 19 years and below | 20 | 21 | 22 | 23 | 24 | 25-29 | 30 years and more |
| Total | 66.628 | 4.337 | 5.898 | 7.904 | 8.555 | 7.825 | 6.467 | 16.807 | 8.835 |
| Universities | 40.774 | 2.541 | 3.468 | 4.181 | 4.659 | 4.620 | 4.133 | 11.769 | 5.403 |
| District colleges | 3.194 | 255 | 395 | 555 | 550 | 356 | 244 | 461 | 378 |
| Teacher training colleges | 11.070 | 225 | 790 | 1.587 | 1.769 | 1.522 | 1.111 | 2.198 | 1.868 |
| Technical colleges | 6.652 | 1.153 | 989 | 1.133 | 1.019 | 763 | 447 | 868 | 280 |
| Social colleges | 1.048 | 1 | 5 | 33 | 73 | 115 | 130 | 430 | 261 |
| Tertiary education in nursery | 340 | - | - | - | 7 | 17 | 17 | 148 | 151 |
| Military colleges | 484 | 39 | 58 | 68 | 64 | 55 | 54 | 74 | 72 |
| Other colleges | 3.066 | 123 | 193 | 347 | 414 | 377 | 331 | 859 | 422 |

(Source: Statistical Bureau: Statistics weeksly no. 16-77, table 2)

Percentage of participants in university and non-university courses by age-cohort, by sex in years 70-75 is illustrated in the following table

| University courses | | | | | | | | | | | | Non-university courses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Males | | | | | | Females | | | | | | Males | | | | | | Females | | | | | |
| 1970 | 71 | 72 | 73 | 74 | 75 | 70 | 71 | 72 | 73 | 74 | 75 | 70 | 71 | 72 | 73 | 74 | 75 | 70 | 71 | 72 | 73 | 74 | 75 |
| w 0,2 | 0,2 | 0,2 | 0,2 | 0,2 | | 0,2 | 0,2 | 0,2 | 0,2 | 0,2 | | | 2,3 | 2,3 | 1,8 | 1,7 | | | 0,3 | 0,2 | 0,2 | 0,2 | |
| 3,7 | 3,7 | 3,6 | 3,3 | 3,0 | | 2,4 | 2,8 | 3,0 | 2,9 | 2,8 | | | 4,6 | 4,9 | 4,2 | 3,7 | | | 1,5 | 1,9 | 1,7 | 1,4 | |
| 13,9 | 13,3 | 12,8 | 12,7 | 11,7 | | 6,8 | 7,1 | 7,5 | 8,1 | 8,1 | | | 16,0 | 15,8 | 15,0 | 13,8 | | | 11,0 | 11,2 | 11,2 | 11,0 | |
| 28,6 | 26,5 | 24,9 | 23,9 | 23,5 | | 8,9 | 8,9 | 9,0 | 9,2 | 9,4 | | | 27,0 | 25,4 | 24,0 | 23,2 | | | 11,7 | 12,0 | 12,1 | 13,6 | |
| 19,6 | 20,7 | 21,3 | 21,1 | 20,5 | | 6,5 | 7,2 | 7,4 | 7,5 | 8,1 | | | 16,8 | 16,6 | 19,3 | 13,5 | | | 8,7 | 9,8 | 10,7 | 6,4 | |
| 5,2 | 5,4 | 5,6 | 5,8 | 6,6 | | 3,7 | 4,0 | 4,4 | 5,2 | 6,0 | | | | | | 6,1 | | | | | | 5,5 | |
| 71,4 | 69,8 | 68,5 | 66,9 | 65,4 | 64,0 | 28,6 | 30,2 | 31,5 | 33,1 | 34,6 | 36,0 | 67,4 | 66,8 | 64,9 | 64,3 | 62,0 | 59,8 | 32,6 | 33,2 | 35,1 | 35,7 | 38,1 | 40,2 |

(Source: Statistical Bureau, SU No. 16-77, talbe 1.
Statistical Bureau, NOS: A 839-1971, A 565-1971, A 675-1971, A 697-1973)
A 706-1972, A 731-1973)

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Number of students at University courses by fields and percentage in 1961-1976 are shown in the following table:

| Fields | | Number of students (in Norway) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | 1961 | 1965 | 1970 | 1971 | 1972 | 1973 | 1974 | 1975 | 1976 |
| Humanities | Number | 3138 | 6184 | 8297 | 8469 | 8994 | 9865 | 10126 | 10232 | 9807 |
| | Per cent | 28.6 | 31.5 | 27.1 | 25.5 | 25.4 | 26.6 | 26.0 | 25.3 | 24.3 |
| Theology | Number | 340 | 569 | 623 | 659 | 689 | 720 | 682 | 735 | 747 |
| | Per cent | 3.1 | 2.9 | 2.0 | 2.0 | 1.9 | 1.9 | 1.8 | 1.8 | 1.9 |
| Law | Number | 767 | 1390 | 2480 | 2793 | 3224 | 3592 | 3905 | 4153 | 4419 |
| | Per cent | 7.0 | 7.1 | 8.1 | 8.4 | 9.1 | 9.7 | 10.0 | 10.3 | 10.9 |
| Social sciences | Number | 703 | 2456 | 6106 | 6759 | 6936 | 6987 | 7254 | 7208 | 7142 |
| | Per cent | 6.4 | 12.5 | 19.9 | 20.3 | 19.6 | 18.8 | 18.6 | 17.8 | 17.7 |
| Mathematics, natural sciences | Number | 2387 | 4078 | 4396 | 4627 | 4800 | 4825 | 4693 | 4957 | 5092 |
| | Per cent | 21.7 | 20.7 | 14.3 | 13.9 | 13.5 | 13.0 | 12.1 | 12.2 | 12.6 |
| Medical | Number | 1157 | 1528 | 2426 | 2636 | 2808 | 2971 | 3035 | 3079 | 3103 |
| | Per cent | 10.5 | 7.8 | 7.9 | 7.9 | 7.9 | 8.0 | 7.8 | 7.6 | 7.7 |
| Engineering | Number | 1784 | 2400 | 3408 | 3409 | 3477 | 3522 | 3550 | 3650 | 3781 |
| | Per cent | 16.2 | 12.2 | 11.1 | 10.2 | 9.8 | 9.5 | 9.1 | 9.0 | 9.4 |
| Architecture | Number | 234 | 351 | 456 | 476 | 498 | 541 | 504 | 514 | 532 |
| | Per cent | 2.1 | 1.8 | 1.5 | 1.4 | 1.4 | 1.5 | 1.3 | 1.3 | 1.3 |
| Veterinary | Number | 437 | 546 | 717 | 758 | 820 | 845 | 852 | 1076 | 1048 |
| | Per cent | 4.0 | 2.8 | 2.3 | 2.3 | 2.3 | 2.3 | 2.2 | 2.7 | 2.6 |
| Sports | Number | - | - | 200 | 265 | 290 | 326 | 323 | 354 | 36.2 |
| | Per cent | - | - | 0.7 | 0.8 | 0.8 | 0.9 | 0.8 | 0.9 | 0.9 |
| Others | Number | 40 | 152 | 1552 | 2423 | 2893 | 2940 | 4012 | 4558 | 4343 |
| | Per cent | 0.4 | 0.8 | 5.1 | 7.3 | 8.2 | 7.9 | 10.3 | 11.3 | 10.8 |
| Total | Number | 10987 | 19654 | 30661 | 33274 | 35429 | 37134 | 38936 | 40516 | 40376 |
| | Per cent | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.2 | 100.1 |

Other aspects of present trends, as eg:

a. age composition of students in tertiary education;

b. students by sex and types of institutions;

c. enrolments of new students in university courses from 1960-1976;

d. university graduates in the autumn of 1975 by category and activity six months after graduation;

e. number of graduates from each age cohort who applied for jobs, and the proportion still unemployed half-a-year after graduation;

are illustrated in Appendices 5-9.

Section 2.3 The efficiency of tertiary education

As already mentioned, the time students stay in tertiary education may vary from institution to institution. A long cycle graduate course at the university may last 6-7 years, a full course in a teacher training institute may last 3 years, a full course at a regional college 2-3 years.

Very frequently a student spends a longer period of time at a university or college than the time fixed for the course. Sometimes he or she may graduate earlier than officially planned. This is very much up to the individual student to decide. Normally, both written and oral examinations are arranged one a term, preferably at the end of the term. But there are institutions that arrange more individual examinations, preferably when it comes to the end of the course, and then at any given time during the year, whichever may suit the student and the teacher.

The approximate time needed by the average or median student to obtain a degree in the system of higher education is as follows:

University courses

Humanities, religion and theology:

| | |
|---|---|
| Lower degree | 9 terms |
| Higher degree | 13-14 " |
| Magisterial | 12-16 " |

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Mathematics, natural science:

| | |
|---|---|
| Lower degree | 9 terms |
| Higher degree | 14 " |

Fishery programmes:

| | |
|---|---|
| Lower degree | 9 terms |

Social sciences:

| | |
|---|---|
| Lower degree | 9 terms |
| Higher degree | 13-14 " |

Psychology:

| | |
|---|---|
| Higher degree | 14-15 terms |

Social Economics:

| | |
|---|---|
| Lower degree | 7 terms |
| Higher degree | 12 " |

Sociology:

| | |
|---|---|
| Higher degree | 12 terms |

Law:

| | |
|---|---|
| Higher degree | 13 terms |

Medical:

| | |
|---|---|
| Lower degree | 8 terms |
| Higher degree | 12 " |

Odontology: (dentistry)

| | |
|---|---|
| Higher degree | 10 terms |

Pharmacy:

| | |
|---|---|
| Higher degree | 10 terms |

Social college courses:

| | |
|---|---|
| Lower degree | 5 terms |

District college courses:

| | |
|---|---|
| Lower degree | 2-3 years |

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Teacher training college courses:

| | |
|---|---|
| Lower degree | 3 years |

Technical college courses:

| | |
|---|---|
| Higher degree | 10 terms |

Tertiary education in nursing:

| | |
|---|---|
| Lower degree | 2 years |

Military college courses:

| | |
|---|---|
| Higher degree | 3 years |

Other college courses:

| | |
|---|---|
| Lower degree | 2-3 years |

(Source: State Loan Fund for Education, Brochure, June 1976)

There has over the years been some discussion on the item of "cheap" and "expensive" education. However, there seems to be an overall agreement that some types of education, eg medicine, veterinary medicine and dentistry need more technical equipment and more laboratories, and more teachers than subjects like eg law.

Consequently - and also with a view to the labour market - there are fewer possibilities of entering a medical school than a law school. In Norway, there is a "numerus fixus" (numerus clausus) in medicine, dentistry, veterinary medicine and in most courses in engineering.

However, students with a strong motivation for eg medicine, may apply for admission to schools abroad. If admitted, his fees will be paid by the State Loan Fund, and he will be entitled to the same financial support and travel allowances as he would have enjoyed at any institution in Norway.

One of the characteristics of higher education in Norway is that the demand for short-cycle education far exceeds the total capcity. Consequently, practically all short-cycled educational institutions have a numerus fixus.

One of the reasons for this trend may be a certain reluctance to embark upon an education lasting for many years when job perspective may be uncertain. Another explanation may be that

Norway over the years has become a highly developed egalitarian society. Most public services (school, medical care, retirement pension, etc, etc) are covered over the public budget and the taxation system contributes largely to diminishing the difference between low and high income.

In other words: Long time education does not necessarily represent higher net income than a short-cycled education.

This development has been accepted by the great majority of the population, and gives rise to little - if any - political controversies.

A rather remarkable trend within the system of higher education in Norway is the high drop-out figures in fields of study where there is no or very little entrance restriction, and a low drop-out figure in the fields of education where a numerus fixus exists including all types of short-cycled education. A research made in 1972 gives the following drop-out figures for various types of university education except medicine, dentistry, veterinarian medicine, engineering and architecture:

Drop-out figures

Percentages

| Education | Drop-out after 1st year | Drop-out further | Total drop-out |
|---|---|---|---|
| Humanities, lower degree | 31 | 39 | 70 |
| Higher degree | 12 | 3 | 15 |
| Law | 19 | 26 | 45 |
| Theology | 6 | 29 | 35 |
| Mathematics, natural sciences, lower degree | 22 | 18 | 40 |
| Higher degree | 13 | 12 | 25 |
| Social economics, lower degree | 10 | 15 | 25 |
| Higher degree | 4 | 1 | 5 |
| Other: Psychology | 3 | 57 | 60 |
| Other: Social sciences | 2 | 48 | 50 |

(Source: Parliament report 66 1972/73 - table 6)

Although there is no definite and accurate documentation available there are clear indications that many university students who after a year or two figure in the drop-out column, in reality transfer from a long-cycled education to a short-cycled education and complete their education within a short-cycled educational system. On the other hand there is also a clear tendency for candidates who have fulfilled their education within the short-cycled educational system, after some years, to again join the university educational system. As already mentioned very few statistical data are available to give a sufficiently documented proof of these transfer trends in the system of higher education.

Section 2.4 Costs of tertiary education

Costs of education as a percentage of GNP in 1965 were This figure has shown a slight increase since 1965. The figures for 1972-77 both as percentage of GNP and of government expenditures are as follows:

| | Tertiary education in % of GNP | Tertiary education in % of governm.exp. |
|---|---|---|
| 1972 | 0.8 | 3.5 |
| 1973 | 0.9 | 3.8 |
| 1974 | 0.9 | 3.8 |
| 1975 | 0.9 | 3.9 |
| 1976 | 0.9 | 3.5 |
| 1977 | 0.9 | 3.4 |

These figures do not include expenditures in financing support to students from the State Loan Fund. The government's policy intentions with regard to expenditures for tertiary education in the next years was published in the spring of 1977 in the government's 4-year plan. The figures are as follows:

| | | Long time forecast | | | | % of GNP |
|---|---|---|---|---|---|---|
| | 1977 | 1978 | 1979 | 1980 | 1981 | 1977-81 |
| Education and research | 6,372 | 6,591 | 6,752 | 6,867 | 7,024 | 2.5 |
| Primary and secondary education | 3,259 | 3,342 | 3,389 | 3,457 | 3,518 | 1.9 |
| Adult education | 251 | 320 | 329 | 330 | 332 | 7.2 |
| Higher education | 1,858 | 1,878 | 1,939 | 1,974 | 2,027 | 2.2 |
| Scholarship and social work among people in education | 604 | 653 | 693 | 730 | 768 | 6.2 |

(Source: Parliament report No. 75 1976-77 page 166)

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Section 2.5 Research in tertiary education

By tradition and definition Norwegian universities and university colleges have a double function:

a. to carry out research

b. to give education

As a rule research is a duty of all teachers in these institutions. There is no strict and fixed rule with regard to the proportion of time teachers have to spend on research activities apart from their teaching activities, but it is an understanding between the universities and the central authorities that the balance between the two functions should be found by the universities. Universities and university colleges have therefore as one of their duties to see to it that the balance research/education is maintained at any time.

The teaching obligations of each teacher vary from faculty to faculty. Within the faculties of sociology at Norwegian universities, teaching obligations are as follows:

| | |
|---|---|
| Professor I<br>Professor II | 5 hours per week, including time for counselling and guidance to advanced students |
| Professor III | 6-8 hours |
| Scientific assistants, scholars | (teachers in recruitment jobs for a limited period of years): 1-2 hours per week |

Some faculties, eg medicine, have teachers who concentrate on teaching and instructions. Their teaching obligations may vary during the academic year, but at given intervals, they may have as many as 18 hours teaching (instruction per week).

Teachers mostly carry out their research in the institutions where they teach. There are very few teaching research institutions in Norway where no teaching is going on or where members of the research staff in some way or another are not carrying out teaching functions. There are, however, exceptions, mostly within the field of technology and science. It would, however, be unadvisable to spell out strict border lines between teaching and non-teaching institutions. Very often the research staff in the non-teaching institutions are teachers with leave of absence for a limited period from their mother institution, preferably persons who for a given period have been granted a research grant to enable them to concentrate on a research project for a limited number of years. When this period is over most of them go back to their mother institutions and take up teaching again.

During recent years, there has been a better understanding among professional educationalists and political authorities that education is an on-going process in human life. Education is not necessarily a process that only takes place inside educational institutions. Education is a part of everyday life - important to adolescents and to the adult population as well.

With the shortening of the weekly working hours, more time has been made free for alternative use. Request for more education as part of free-time activity has shown an increasing tendency. Advanced technicalities have opened up new aspects in educational communications.

These trends have reflected themselves in the setting up of two new institutions within education:

1. The Institute of Adult Education (Trondheim)

2. The Norwegian Institute of Distant Education (Oslo)

Both institutions are innovations - and their success or lack of success remains to be experienced.

As in most other countries, research is considered to be a series of national or multinational activities in an international and global perspective. Consequently it cannot be stated that there are obvious trends to neglect university research as a consequence of economic recession. Obviously there have been set-backs in some fields of research as a result of the financial recession over the last years.

On the other hand there have been few indications that decreasing enrolment has led to a surplus of staff and thus in research capacity. Mostly the argument has been that the "student explosions" in the 1960s represented a tremendous pressure on the educational and research staff, which did not enjoy an increase to match the ever-increasing student population. Decrease in enrolment in this perspective represents a positive adjustment - but not a surplus in research capacity.

Chapter 3. Tertiary education and the labour market

The government's policy with respect to the expansion of tertiary education is mentioned in section 2.4. The market prospects have to a very small degree influenced the government's decision about expansion of tertiary education in this connection.

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On the other hand the link between the labour market and the overall educational level is obvious as the case is an industrial society. In the government's 4-year plan 1978-81 it was stated that the average length of education in Norway is 10 years compared to the United States where the average is 12 years. It was stated that the majority of employees with higher education are employed in the public sector and that the public engagement in the coming 4 years will not increase as much as the case has been during the last three 4-year periods.

In plain numbers 70,000 persons or 3% of the population above the age of 16 had in 1950 a university or university college education. In 1970 the figures were 190,000 or 7%. The forecast for 1990 will be that 450,000 persons or 14% of the population above the age of 16 will have such an education. That means that 25% of all persons employed in 1990 publicly or privately will have a tertiary education.

The Institute for Studies in Research and Higher Education (NAVF) has in recent years made alternative forecasts of the future labour market for graduates with degrees in law, arts and social sciences.

For graduates in arts (both lower and higher degrees) the labour market situation is likely to become increasingly difficult in the years to come. This is due to the fact that a decreasing number of graduates in arts will be found in traditional teacher jobs, which have been the main employment for this group. According to the most recent survey about 4,000-6,000 graduates in this field in 1985 will have to find employment in fields other than in education. The conclusion of the survey is that they will encounter considerable adaptation problems in the labour market in the years to come.

For graduates in sociology, political science, pedagogy and psychology the forecasts are made up to 1985. In brief the conclusions are:

Sociologists will experience difficulties in finding "tailor-made" jobs.

For political scientists the situation will be better, but they may meet problems due to heavier competition from sociologists and graduates in arts.

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Educationalists (pedagogy) will meet certain difficulties in finding adequate jobs in the course of the next few years, but due to heavier demand the forecast concludes with a balanced situation around 1985.

For psychologists there are great uncertainties.

For graduates in law the number of graduates will exceed the number of jobs early in the 1980s. An analysis concludes that the demand for graduates in law will be around 280-380 graduates per year around 1980. The forecast states that already in 1978-79 the number of graduates will exceed 400. It is difficult to see how new graduates in law will meet the problems in the labour market after 1980.

For graduates in general economics the prospects are rather good. The analysis concludes that the demand for graduates will exceed the supply, and they will meet few problems in the labour market even though they will meet heavier competition from other university graduates in Public Administration.

The government has no specific labour market policy with regard to tertiary education graduates. The general opinion is that a person with a good education is better equipped to meet the labour market difficulties than a person with no or little education. Unemployed graduates have a right to unemployed allowances, and tertiary graduates frequently accept jobs below their level of education. There is a fairly good communication between educational institutions and labour market situation, although labour market authorities are mostly careful to make too definite predictions for the future. This may change very rapidly.

## Chapter 4. Reform policy

Since World War II the educational system in Norway has undergone a number of changes, of which the most important ones are:

a. Primary school has been prolonged from 7 to 9 years.

b. Secondary school (16-19 years) has been changed to the effect that the strict division between vocational courses and courses preparing for tertiary education has been omitted, thus making it possible for young people in education to postpone the final decision whether or not they would like to enter tertiary education or whether they want to orient themselves towards the labour market.

c. The total student capacity of institutions in tertiary education has been increased from less than 15,000 places in 1945 to 70,000 places in 1977 and will be further increased to 80-85,000 places in the late 1980s.

The underlying ideas behind this reform programme have been:-

a. to improve the basic education for the total population;

b. to make access to education on all levels available to young and adult people regardless of geographical and social background;

c. to decentralise educational institutions in order to obtain a balanced pattern of population;

d. to diversify tertiary education in order to meet the educational requirement of a modern industrialised society;

e. to implement the philosophy of education as an ongoing process which will have to reflect the practical results of research and innovation.

# APPENDIX 1

Finansiering pr. skoleår for borteboende ugifte studenter/elever ved forskjellige skoleslag, etter finansieringsmåte *Financing per school year for unmarried students not living with parents in various types of school, by way of financing*

| Finansieringsmåte *Way of financing* | Universiteter og høgskoler *Universities* | | Lærerskoler, distriktshøgskoler og tekniske skoler *Teachers' training colleges, district colleges and technical schools* | | Yrkesskoler *Vocational schools* | | Gymnas *Secondary schools, upper stage* | |
|---|---|---|---|---|---|---|---|---|
| | Kroner | Prosent *Percentages* | Kroner | Prosent *Percentages* | Kroner | Prosent *Percentages* | Kroner | Prosent *Percentages* |
| TOTAL FINANSIERING *TOTAL FINANCING* | 14 211 | 100,0 | 14 072 | 100,0 | 8 826 | 100,0 | 8 294 | 100,0 |
| Eget arbeid siste sommerferie *Paid work last summer holiday* | 1 318 | 9,3 | 1 089 | 7,7 | 1 069 | 12,1 | 872 | 10,5 |
| Eget arbeid i andre ferier i dette skoleåret *Paid work in other holidays this school year* | 198 | 1,4 | 87 | 0,6 | 36 | 0,4 | 108 | 1,3 |
| Eget arbeid ved siden av skolegangen dette skoleåret *Paid work during this school year* | 1 205 | 8,5 | 135 | 1,0 | 111 | 1,3 | 47 | 0,6 |
| Bruk av tidligere oppsparte midler *Savings* | 373 | 2,6 | 727 | 5,2 | 367 | 4,2 | 229 | 2,8 |
| Lån i Statens lånekasse *Student Loan from the State Educational Loan Fund* | 7 619 | 53,6 | 7 923 | 56,3 | 1 855 | 21,0 | 420 | 5,1 |
| Stipend i Statens lånekasse *Scholarship from the State Educational Loan Fund* | 2 299 | 16,2 | 2 771 | 19,7 | 2 793 | 31,6 | 2 639 | 31,8 |
| Andre stipend *Other scholarships* | 15 | 0,1 | 62 | 0,4 | 123 | 1,4 | 108 | 1,3 |
| Lån i private banker *Bank loan* | 127 | 0,9 | 195 | 1,4 | 93 | 1,1 | 37 | 0,4 |
| Lån av foreldre *Loan from parents* | 296 | 2,1 | 210 | 1,5 | 239 | 2,7 | 112 | 1,4 |
| Andre private lån *Loan from other persons* | 28 | 0,2 | 22 | 0,2 | 159 | 1,8 | 10 | 0,1 |
| Pengestøtte fra foreldre *Financial support (gifts) from parents* | 342 | 2,4 | 542 | 3,9 | 1 360 | 15,4 | 3 639 | 43,9 |
| Pengestøtte fra andre private personer *Financial support (gifts) from other persons* | 47 | 0,3 | 44 | 0,3 | 111 | 1,3 | 48 | 0,6 |
| Trygdeytelser *Social insurance* | 110 | 0,8 | 15 | 0,1 | 240 | 2,7 | 20 | 0,2 |
| Arv, gevinst *Inheritance, prize* | 97 | 0,7 | 47 | 0,3 | 70 | 0,8 | 3 | 0,0 |
| Renteinntekt, aksjeutbytte *Interest, stock dividend* | 38 | 0,3 | 5 | 0,0 | 2 | 0,0 | - | - |
| Andre finansieringsmåter *Other means of financing* | 99 | 0,7 | 198 | 1,4 | 198 | 2,2 | 2 | 0,0 |
| Tallet på personer som svarte *Number of respondents* | 197 | | 229 | | 209 | | 160 | |

# APPENDIX 2

Finansiering pr. skoleår for borteboende ugifte studenter/elever med og uten lån i Statens lånekasse for forskjellige skoleslag, etter finansieringsmåte *Financing per school year for unmarried students not living with parents with and without loan from the State Educational Loan Fund in various types of school, by way of financing*

| Finansieringsmåte *Way of financing*[1] | Universiteter og høgskoler *Universities* | | | | Lærerskoler, distriktshøgskoler og tekniske skoler *Teachers' training colleges, district colleges and technical schools* | | | |
|---|---|---|---|---|---|---|---|---|
| | Med lån *With loan* | | Uten lån *Without loan* | | Med lån *With loan* | | Uten lån *Without loan* | |
| | Kroner | Prosent *Percentages* | Kroner | Prosent *Percentages* | Kroner | Prosent *Percentages* | Kroner | Prosent *Percentages* |
| TOTAL FINANSIERING ..... | 14 340 | 100,0 | 12 886 | 100,0 | 14 454 | 100,0 | 11 010 | 100,0 |
| Eget arbeid siste sommerferie .... | 1 159 | 8,1 | 2 651 | 20,6 | 1 096 | 7,6 | 963 | 8,7 |
| Eget arbeid i andre ferier i dette skoleåret ..... | 176 | 1,2 | 373 | 2,9 | 80 | 0,6 | 131 | 1,2 |
| Eget arbeid ved siden av skolegangen dette skoleåret ..... | 725 | 5,1 | 5 517 | 42,8 | 122 | 0,8 | 154 | 1,4 |
| Bruk av tidligere oppsparte midler | 321 | 2,2 | 786 | 6,1 | 517 | 3,6 | 2 546 | 23,1 |
| Lån i Statens lånekasse ..... | 8 468 | 59,1 | - | - | 8 938 | 61,8 | - | - |
| Stipend i Statens lånekasse ..... | 2 400 | 16,7 | 1 325 | 10,3 | 2 819 | 19,5 | 2 486 | 22,6 |
| Andre stipend ..... | 15 | 0,1 | - | - | 39 | 0,3 | 197 | 1,8 |
| Lån i private banker ..... | 138 | 1,0 | - | - | 221 | 1,5 | - | - |
| Lån av foreldre ..... | 279 | 1,9 | 482 | 3,7 | 227 | 1,6 | 205 | 1,9 |
| Andre private lån ..... | 32 | 0,2 | - | - | 25 | 0,2 | - | - |
| Pengestøtte fra foreldre ..... | 264 | 1,8 | 1 029 | 8,0 | 297 | 2,1 | 2 498 | 22,7 |
| Pengestøtte fra andre private personer ..... | 46 | 0,3 | 36 | 0,3 | 25 | 0,2 | 163 | 1,5 |
| Trygdeytelser ..... | 126 | 0,9 | - | - | 5 | 0,0 | 73 | 0,7 |
| Arv, gevinst ..... | 33 | 0,2 | 688 | 5,3 | 16 | 0,1 | 242 | 2,2 |
| Renteinntekt, aksjeutbytte ..... | 43 | 0,3 | - | - | 3 | 0,0 | 16 | 0,1 |
| Andre finansieringsmåter ..... | 113 | 0,8 | - | - | 24 | 0,2 | 1 336 | 12,1 |
| Tallet på personer som svarte *Number of respondents* ..... | 178 | | 19 | | 207 | | 22 | |

*1) For English translation, see table 13.*

Tabell 15. Finansiering pr. skoleår for borteboende ugifte studenter/elever ved forskjellige skoleslag i 1967 og 1973/74, etter finansieringsmåte *Financing per school year for unmarried students not living with parents in various types of school in 1967 and 1973/74, by way of financing*

| Finansieringsmåte *Way of financing* | Universiteter og høgskoler *Universities* | | | | Lærerskoler, distriktshøgskoler og tekniske skoler *Teachers' training colleges, district colleges and technical schools* | | | |
|---|---|---|---|---|---|---|---|---|
| | 1967 | | 1973/74 | | 1967[1] | | 1973/74 | |
| | Kroner | Prosent *Percentages* | Kroner | Prosent *Percentages* | Kroner | Prosent *Percentages* | Kroner | Prosent *Percentages* |
| TOTAL FINANSIERING *TOTAL FINANCING* ..... | 10 652 | 100,0 | 14 211 | 100,0 | 9 637 | 100,0 | 14 072 | 100,0 |
| Eget arbeid, oppsparte midler *Paid work, savings* ..... | 3 324 | 31,2 | 3 094 | 21,8 | 2 185 | 22,7 | 2 038 | 14,5 |
| Lån i Statens lånekasse *Student loan from the State Educational Loan Fund* ..... | 4 284 | 40,2 | 7 619 | 53,6 | 4 802 | 49,8 | 7 923 | 56,3 |
| Lån i private banker *Bank loan* .. | 296 | 2,8 | 127 | 0,9 | 257 | 2,7 | 195 | 1,4 |
| Lån av foreldre *Loan from parents* | 478 | 4,5 | 296 | 2,1 | 462 | 4,8 | 210 | 1,5 |
| Andre private lån *Loan from other persons* ..... | 80 | 0,8 | 28 | 0,2 | 219 | 2,3 | 22 | 0,2 |
| Stipend *Scholarships* ..... | 631 | 5,9 | 2 314 | 16,3 | 773 | 8,0 | 2 833 | 20,1 |
| Pengegaver fra foreldre *Financial support (gifts) from parents* ... | 1 152 | 10,8 | 342 | 2,4 | 682 | 7,1 | 542 | 3,9 |
| Annet *Other* ..... | 407 | 3,8 | 391 | 2,8 | 257 | 2,7 | 309 | 2,2 |
| Tallet på personer som svarte *Number of respondents* ..... | 407 | | 197 | | 248 | | 229 | |

1) Uveid gjennomsnitt for elever ved lærerskoler og tekniske skoler.
*1) Unweighed average for students in teachers' training colleges and technical schools.*

# APPENDIX 3

Finansiering pr. skoleår for gifte med og uten barn hvor begge ektefeller er studenter/elever og for borteboende ugifte ved forskjellige skoleslag, etter finansieringsmåte *Financing per school year for married students with and without children when both spouses are students and for unmarried students not living with parents in various types of school, by way of financing*

| Finansieringsmåte *Way of financing* | Universiteter og høgskoler *Universities* | | | | Lærerskoler, distriktshøgskoler og tekniske skoler *Teachers' training colleges, district colleges and technical schools* | | | |
|---|---|---|---|---|---|---|---|---|
| | Gift med student/elev *Married with student* | | Borteboende ugift *Unmarried not living with parents* | | Gift med student/elev *Married with student* | | Borteboende ugift *Unmarried not living with parents* | |
| | Kroner | Prosent *Percentages* | Kroner | Prosent *Percentages* | Kroner | Prosent *Percentages* | Kroner | Prosent *Percentages* |
| TOTAL FINANSIERING *TOTAL FINANCING* | 16 937 | 100,0 | 14 211 | 100,0 | 15 640 | 100,0 | 14 072 | 100,0 |
| Eget arbeid siste sommerferie *Paid work last summer holiday* | 1 473 | 8,7 | 1 318 | 9,3 | 1 224 | 7,8 | 1 089 | 7,7 |
| Eget arbeid i andre ferier i dette skoleåret *Paid work in other holidays this school year* | 91 | 0,5 | 198 | 1,4 | 21 | 0,1 | 87 | 0,6 |
| Eget arbeid ved siden av skolegangen i dette skoleåret *Paid work during this school year* | 2 922 | 17,3 | 1 205 | 8,5 | 720 | 4,6 | 135 | 1,0 |
| Bruk av tidligere oppsparte midler *Savings* | 806 | 4,8 | 373 | 2,6 | 554 | 3,5 | 727 | 5,2 |
| Lån i Statens lånekasse *Student loan from the State Educational Loan Fund* | 7 167 | 42,3 | 7 619 | 53,6 | 7 955 | 50,9 | 7 923 | 56,3 |
| Stipend fra Statens lånekasse *Scholarship from the State Educational loan Fund* | 2 364 | 14,0 | 2 299 | 16,2 | 2 974 | 19,0 | 2 771 | 19,7 |
| Andre stipend *Other scholarships* | 196 | 1,2 | 15 | 0,1 | 44 | 0,3 | 62 | 0,4 |
| Lån i private banker *Bank loan* | 157 | 0,9 | 127 | 0,9 | 562 | 3,6 | 195 | 1,4 |
| Lån av foreldre *Loan from parents* | 41 | 0,2 | 296 | 2,1 | 144 | 0,9 | 210 | 1,5 |
| Andre private lån *Loan from other persons* | 37 | 0,2 | 28 | 0,2 | 41 | 0,3 | 22 | 0,2 |
| Pengestøtte fra foreldre *Financial support (gifts) from parents* | 389 | 2,3 | 342 | 2,4 | 60 | 0,4 | 542 | 3,9 |
| Pengestøtte fra ektefelle *Financial support (gifts) from spouse* | 787 | 4,6 | - | - | 656 | 4,2 | - | - |
| Pengestøtte fra andre private personer *Financial support (gifts) from other persons* | 106 | 0,6 | 47 | 0,3 | 89 | 0,6 | 44 | 0,3 |
| Trygdeytelser *Social insurance* | 137 | 0,8 | 110 | 0,8 | 129 | 0,8 | 15 | 0,1 |
| Arv, gevinst *Inheritance, prize* | 1 | 0,0 | 97 | 0,7 | 28 | 0,2 | 47 | 0,3 |
| Renteinntekt, aksjeutbytte *Interest, stock dividend* | 122 | 0,7 | 38 | 0,3 | 82 | 0,5 | 5 | 0,0 |
| Andre finansieringsmåter *Other means of financing* | 141 | 0,8 | 99 | 0,7 | 357 | 2,3 | 198 | 1,4 |
| Tallet på personer som svarte *Number of respondents* | 54 | | 197 | | 93 | | 229 | |

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# A P P E N D I X 4

Finansiering pr. skoleår for gifte studenter/elever med og uten barn der den ene ektefellen studerer/går på skole, etter finansieringsmåte *Financing per school year for married students with and without children when one of the spouses is student, by way of financing*

| Finansieringsmåte *Way of financing*[1] | Universiteter og høgskoler *Universities* | | | | Lærerskoler, distriktshøgskoler og tekniske skoler *Teachers' training colleges, district colleges and technical schools* | | | |
|---|---|---|---|---|---|---|---|---|
| | Uten barn *Without children* | | Med ett eller flere barn *With one child or more* | | Uten barn *Without children* | | Med ett eller flere barn *With one child or more* | |
| | Kroner | Prosent *Percentages* | Kroner | Prosent *Percentages* | Kroner | Prosent *Percentages* | Kroner | Prosent *Percentages* |
| TOTAL FINANSIERING ..... | 15 459 | 100,0 | 23 904 | 100,0 | 17 250 | 100,0 | 21 024 | 100,0 |
| Eget arbeid siste sommerferie .. | 1 351 | 8,7 | 1 249 | 5,2 | 1 186 | 6,9 | 1 762 | 8,4 |
| Eget arbeid i andre ferier i dette skoleåret ..... | 198 | 1,3 | 112 | 0,5 | 65 | 0,4 | 146 | 0,7 |
| Eget arbeid ved siden av skolegangen dette skoleåret ..... | 1 088 | 7,0 | 4 322 | 18,1 | 641 | 3,7 | 1 630 | 7,8 |
| Bruk av tidligere oppsparte midler ..... | 512 | 3,3 | 304 | 1,3 | 700 | 4,1 | 794 | 3,8 |
| Lån i Statens lånekasse ..... | 5 601 | 36,3 | 7 967 | 33,3 | 7 009 | 40,6 | 8 256 | 39,3 |
| Stipend i Statens lånekasse .... | 1 289 | 8,3 | 1 832 | 7,7 | 1 963 | 11,4 | 2 503 | 11,9 |
| Andre stipend ..... | 65 | 0,4 | 24 | 0,1 | 45 | 0,3 | 87 | 0,4 |
| Lån i private banker ..... | 238 | 1,5 | 1 049 | 4,4 | 416 | 2,4 | 335 | 1,6 |
| Lån av foreldre ..... | 24 | 0,2 | 8 | 0,0 | 195 | 1,1 | 146 | 0,7 |
| Andre private lån ..... | - | - | - | - | 41 | 0,2 | 20 | 0,1 |
| Pengestøtte fra foreldre ..... | 76 | 0,5 | 35 | 0,1 | 171 | 1,0 | 322 | 1,5 |
| Pengestøtte fra ektefelle ..... | 4 476 | 29,0 | 6 288 | 26,3 | 3 411 | 19,8 | 2 825 | 13,4 |
| Pengestøtte fra andre private personer ..... | 12 | 0,1 | 73 | 0,3 | - | - | 45 | 0,2 |
| Trygdeytelser ..... | - | - | 360 | 1,5 | 14 | 0,1 | 927 | 4,4 |
| Arv, gevinst ..... | 214 | 1,4 | 52 | 0,2 | 644 | 3,7 | 46 | 0,2 |
| Renteinntekt, aksjeutbytte ..... | 278 | 1,8 | 18 | 0,1 | 75 | 0,4 | 26 | 0,1 |
| Andre finansieringsmåter ..... | 35 | 0,2 | 212 | 0,9 | 674 | 3,9 | 1 154 | 5,5 |
| Tallet på personer som svarte *Number of respondents* ..... | 42 | | 51 | | 111 | | 157 | |

*1) For English translation, see table 18.*

(Kilde: Statens Lånekasse for utdanning - Stipend og lån til utdanning 1977-78.

Statistisk Sentralbyrå. Statiske analyser nr. 25 Forbruk blant skoleungdom og studenter 1973-74. Tabell 13, 14, 15, 18, 21)

# APPENDIX 5

Age composition of students in tertiary education, preferably

(Not any available statistics who seperate part-time from full-time students, for all the tertiary education, just for a few of the universities)

| Types of Institutions | Age per 31 December 1975 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | 19 y and below | 20 y | 21 y | 22 y | 23 y | 24 y | 25-29 y | 30 y and more |
| Total | 66.628 | 4.337 | 5.898 | 7.904 | 8.555 | 7.825 | 6.467 | 16.807 | 8.835 |
| Universities | 40.774 | 2.541 | 3.468 | 4.181 | 4.659 | 4.620 | 4.133 | 11.769 | 5.403 |
| District colleges | 3.194 | 255 | 395 | 555 | 550 | 356 | 244 | 461 | 378 |
| Teacher training colleges | 11.070 | 225 | 790 | 1.587 | 1.769 | 1.522 | 1.111 | 2.198 | 1.868 |
| Technical colleges | 6.652 | 1.153 | 989 | 1.133 | 1.019 | 763 | 447 | 868 | 280 |
| Social colleges | 1.048 | 1 | 5 | 33 | 73 | 115 | 130 | 430 | 261 |
| Tertiary education in nursery | 340 | - | - | - | 7 | 11 | 17 | 148 | 151 |
| Military colleges | 484 | 39 | 58 | 68 | 64 | 55 | 54 | 74 | 72 |
| Other colleges | 3.066 | 123 | 193 | 347 | 414 | 377 | 331 | 859 | 422 |

(Kilde: Særtrykk fra Statistisk Ukehefte SU nr. 16, 1977 Tabell 2)

# A P P E N D I X 6

Students by sex and types of institutions

Total

Male / Female

| | 1 9 7 3 | | 1 9 7 4 | | 1 9 7 5 | |
|---|---|---|---|---|---|---|
| Universities | 37.228 | 24.951 / 12.337 | 39.268 | 25.675 / 13.593 | 40.774 | 26.079 / 14.695 |
| District colleges | 2.842 | 2.148 / 694 | 3.038 | 2.214 / 824 | 3.194 | 2.239 / 595 |
| Teacher training colleges | 10.899 | 4.330 / 6.569 | 10.643 | 3.928 / 6.715 | 11.070 | 3.964 / 7.106 |
| Technical colleges | 7.225 | 6.927 / 298 | 6.938 | 6.586 / 352 | 6.652 | 6.197 / 455 |
| Social colleges | 1.047 | 431 / 616 | 991 | 392 / 599 | 1.048 | 434 / 614 |
| Tertiary education in nursery | 322 | 21 / 301 | 270 | 7 / 263 | 340 | 20 / 320 |
| Military colleges | 410 | 410 / - | 500 | 500 / - | 484 | 484 / - |
| Other colleges | 3.199 | 2.349 / 850 | 2.934 | 2.043 / 891 | 3.066 | 2.123 / 943 |
| Total | 63.232 | 41.567 / 21.665 | 64.582 | 41.345 / 23.237 | 66.628 | 41.540 / 25.088 |

(Kilde: Statistisk sentralbyrå , Særtrykk fra Statistisk Ukehefte nr. 16, 1977).

# A P P E N D I X 7

Enrolment of new students in University courses for 1960, 1965 og 1970-1976.

| Fields | Year of enrolment | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1960 | 1965 | 1970 | 1971 | 1972 | 1973 | 1974 | 1975 | 1976 |
| Arts | 954 | 1 730 | 1 629 | 1 128 | 1 285 | 1 465 | 1 423 | 1 405 | 1 050 |
| Theology | 61 | 83 | 21 | 37 | 16 | 29 | 32 | 32 | 41 |
| Law | 213 | 436 | 434 | 378 | 597 | 615 | 631 | 629 | 733 |
| Social economies | 81 | 187 | 86 | 78 | 89 | 71 | 55 | 49 | |
| Psychology | 75 | 219 | 290 | 300 | 246 | 264 | 236 | 270 | 836 |
| Pedagogy | 29 | 93 | 227 | 139 | 174 | 160 | 138 | 139 | |
| Other social sciences | 7 | 146 | 414 | 297 | 408 | 465 | 413 | 486 | |
| Natural sciences | 610 | 993 | 831 | 833 | 872 | 853 | 827 | 958 | 982 |
| Pharmacy | 30 | 36 | 40 | 40 | 40 | 40 | 40 | 40 | 40 |
| Medical (basic) | - | - | - | - | - | 7 | - | 24 | 1 |
| Medicine | 136 | 176 | 247 | 254 | 285 | 334 | 336 | 325 | 322 |
| Nutrition | - | - | 16 | 16 | 16 | 16 | 16 | 16 | 16 |
| Dentistry | 50 | 94 | 123 | 126 | 128 | 130 | 132 | 128 | 131 |
| Veterinary | 20 | 32 | 35 | 37 | 36 | 35 | 38 | 35 | 37 |
| Farmer field | 90 | 131 | 187 | 193 | 213 | 218 | 217 | 216 | 219 |
| Engineering | 397 | 600 | 708 | 747 | 791 | 784 | 825 | 884 | 904 |
| Architecture | 49 | 71 | 80 | 92 | 99 | 102 | 94 | 95 | 100 |
| Business administration | 61 | 180 | 236 | 226 | 225 | 230 | 241 | 254 | 254 |
| Accounting | - | - | - | - | - | - | 54 | 53 | 46 |
| Fishery | - | - | - | - | 17 | 7 | 6 | 12 | 7 |
| Sports | - | - | 85 | 120 | 84 | 157 | 139 | 194 | 219 |
| Others | 43 | 241 | 1 619 | 3 389 | 3 069 | 3 287 | 3 519 | 3 698 | 3 678 |
| Total | 2 906 | 5 448 | 7 308 | 8 330 | 8 690 | 9 269 | 9 412 | 9 942 | 9 397 |

(Kilde: NAVF: 1977:8 Norske studenter og kandidater ved ved innenlandske og utenlandske læresteder. Tabell 1 og tabell 4.)

# APPENDIX 8

University graduates in the autumn of 1975 by category and activity six months after graduation.

| Category of graduates | (1) Number of graduates | (2) Proportion that was economically active six months after graduation | Proportion not economically active, because: (3) Studying | (4) Unemployed | (5) Military Service | (6) Other | Total |
|---|---|---|---|---|---|---|---|
| Higher degree in: | | | | | | | |
| The Arts | 153 | 46.4 | 34.0 | 15.0 | 1.3 | 3.3 | 100 |
| Natural Sciences | 117 | 68.4 | 13.7 | 7.7 | 6.8 | 3.4 | 100 |
| Law | 143 | 74.1 | 5.6 | 15.4 | 4.9 | 0 | 100 |
| Economics | 27 | 88.9 | 0 | 11.1 | 0 | 0 | 100 |
| Psychology[1] | 15 | 80.0 | 0 | 6.6 | 6.7 | 6.7 | 100 |
| Sociology | 18 | 83.3 | 0 | 5.6 | 11.1 | 0 | 100 |
| Political Science | 13 | 84.6 | 0 | 15.4 | 0 | 0 | 100 |
| Pedagogy | 16 | 87.5 | 0 | 6.2 | 0 | 6.3 | 100 |
| Veterinary Medicine | 16 | 100 | 0 | 0 | 0 | 0 | 100 |
| Pharmacy | 7 | 71.4 | 0 | 0 | 14.3 | 14.3 | 100 |
| Business Administration | 62 | 62.9 | 4.8 | 4.9 | 24.2 | 3.2 | 100 |
| Engineering | 370 | 62.2 | 2.9 | 5.7 | 28.4 | 0.8 | 100 |
| Architecture | 28 | 67.9 | 0 | 17.8 | 14.3 | 0 | 100 |
| Total, Higher degree | 985 | 65.2 | 9.2 | 9.2 | 14.7 | 1.7 | 100 |
| First degree in: | | | | | | | |
| The Arts | 320 | 25.6 | 56.5 | 11.6 | 1.9 | 4.4 | 100 |
| Natural Sciences | 222 | 16.7 | 75.2 | 5.0 | 2.7 | 0.4 | 100 |
| Social Sciences | 48 | 31.2 | 54.2 | 10.4 | 2.1 | 2.1 | 100 |
| Economics | 49 | 8.2 | 81.6 | 6.1 | 4.1 | 0 | 100 |
| Total, First degree | 639 | 21.6 | 64.8 | 8.8 | 2.3 | 2.5 | 100 |
| Graduates from regional colleges | 160 | 68.1 | 8.1 | 13.8 | 9.4 | 0.6 | 100 |
| SUM TOTAL | 1 784 | 49.8 | 29.0 | 9.5 | 9.8 | 1.9 | 100 |

1) Due to special circumstances fourteen psychologists, who graduated at the University of Bergen in the autumn of 1975, are not included in this investigation.

# APPENDIX 9

Number of graduates from each autumn cohort who applied for jobs, and the proportion still unemployed half a year after graduation.

| Category of graduates | Number of the university graduates that made an active effort to get a job | | | | Number of unemployed | | | | Percentage that was unemployed 1) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1972 | 1973 | 1974 | 1975 | 1972 | 1973 | 1974 | 1975 | 1972 | 1973 | 1974 | 1975 |
| Higher degree in: | | | | | | | | | | | | |
| The Arts | 86 | 94 | 74 | 94 | 13 | 11 | 10 | 23 | 15.1 | 11.7 | 13.5 | 24.5 |
| Natural Sciences | 109 | 93 | 109 | 89 | 5 | 3 | 5 | 9 | 4.6 | 3.2 | 4.6 | 10.1 |
| Law | 72 | 86 | 99 | 128 | 4 | 10 | 4 | 22 | 5.6 | 11.6 | 4.0 | 17.2 |
| Economics | 27 | 37 | 28 | 27 | 1 | 5 | 4 | 3 | (3.7) | (13.5) | (14.3) | (11.1) |
| Psychology 2) | 25 | 18 | 33 | 13 | 0 | 0 | 2 | 1 | (0) | (0) | (6.1) | (7.7) |
| Sociology | 14 | 16 | 8 | 16 | 0 | 0 | 0 | 1 | (0) | (0) | (0) | (6.3) |
| Political Science | 7 | 10 | 20 | 13 | 0 | 0 | 1 | 2 | (0) | (0) | (5.0) | (15.4) |
| Pedagogy | 7 | 8 | 12 | 15 | 0 | 0 | 0 | 1 | (0) | (0) | (0) | (6.7) |
| Veterinary Medicine | 21 | 15 | 15 | 16 | 0 | 0 | 0 | 0 | (0) | (0) | (0) | (0) |
| Pharmacy | - | - | - | 5 | - | - | - | 0 | - | - | - | (0) |
| Business Administration | 62 | 62 | 41 | 42 | 8 | 3 | 0 | 3 | 12.9 | 4.8 | (0) | (7.1) |
| Engineering | 284 | 248 | 258 | 251 | 53 | 20 | 14 | 21 | 18.7 | 8.1 | 5.4 | 8.4 |
| Architecture | 24 | 19 | 23 | 24 | 2 | 0 | 4 | 5 | (8.3) | (0) | (17.4) | (20.8) |
| Total, Higher degree | 738 | 706 | 720 | 733 | 86 | 52 | 44 | 91 | 11.7 | 7.4 | 6.1 | 12.4 |
| First degree in: | | | | | | | | | | | | |
| The Arts | 53 | 50 | 95 | 119 | 9 | 10 | 26 | 37 | 17.0 | 20.0 | 27.4 | 31.1 |
| Natural Sciences | 30 | 26 | 50 | 48 | 2 | 3 | 2 | 11 | (6.7) | (11.5) | 4.0 | 22.9) |
| Social Sciences | 24 | 19 | 17 | 20 | 2 | 4 | 4 | 5 | (8.3) | (21.1) | (23.5) | (25.0) |
| Economics | 4 | 2 | 6 | 7 | 0 | 0 | 1 | 3 | (0) | (0) | (16.7) | (42.9) |
| Total, First degree | 111 | 97 | 168 | 194 | 13 | 17 | 33 | 56 | 11.7 | 17.5 | 19.6 | 28.9 |
| Graduates from Regional Colleges | 9 | 29 | 83 | 131 | 1 | 6 | 13 | 22 | (11.1) | (20.7) | 15.7 | 16.8 |
| SUM TOTAL | 858 | 832 | 971 | 1058 | 100 | 75 | 90 | 169 | 11.7 | 9.0 | 9.3 | 16.0 |

1) The figures in brackets are based on few observations, so one cannot attach much significance to each of them, because mere coincidence may affect them a great deal.

2) Due to special circumstances fourteen psychologists, who graduated at the University of Bergen in the autumn of 1975, are not included in this investigation.

(Kilde: NAVF: 1977: Arbeidsmarkedet for nye akademikere våren 1976)

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|---|---|---|
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